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ABSTRACT

The Washington Monument (District of Columbia) is one of the most recognizable structures in the United States. Its prominence comes because it commemorates George Washington, who remains one of this country's most admired leaders. The history of the monument reflects Washington's contributions to the development of the United States and shows how people have debated the best way to honor important citizens. The lesson is based on the National Register of Historic Places registration file for the Washington Monument, the visitor's guide to the monument, source material about George Washington, and the structure built to honor him. The lesson plan can be used in teaching units on the American Revolution, the early Federal period, or the formation of a national identity, a collective memory, and interpretations of the past. The lesson is divided into eight sections: (1) "About This Lesson"; (2) "Getting Started" (Photograph Analysis Worksheet); (3) "Locating the Site: Maps" (Portion of L'Enfant Plan for Washington); (4) "Determining the Facts: Readings and Documents" (George Washington and the Early Republic; Samuel Blodgett's Broadside; Construction of the Monument; Finishing the Monument); (5) "Visual Evidence: Images" (The Washington Monument; Robert Mills's Design for the Washington Monument; The Washington Monument during the Civil War; Alternative Designs for the Washington Monument); (6) "Setting the Stage"; (7) "Putting It All Together: Activities" (Qualities of a Leader; Designing a Memorial; Local Memorial Study); and (8) "Summary." (MR)

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The Washington Monument: Tribute in Stone. Teaching with Historic Places.

Stephanie A. Kopin
Fay Metcalf, Editor

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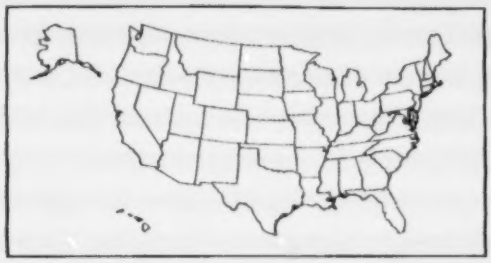
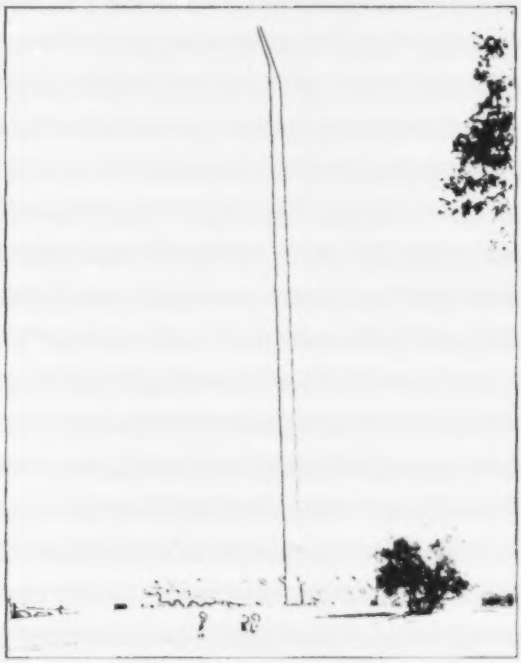
Teaching with Historic Places

Lesson Plan Series



A Program of the National Park Service's National Register of Historic Places

The Washington Monument: Tribute in Stone



It rises tall and brilliant, its whiteness emphasized by the green grass and colorful flags that surround it. It stands at the heart of Washington, D.C., near the center of a cross formed by four of America's most famous buildings: the U.S. Capitol and the Lincoln Memorial, the White House and the Jefferson Memorial.

But appearance and location are not the only reasons that the Washington Monument is one of the country's most recognizable structures. Its prominence comes also because it commemorates George Washington, who remains one of the country's most admired leaders more than two centuries after his death. The history of the monument reflects his contributions to the development of the United States and shows how Americans have debated the best way to honor important citizens.

Featuring Reproducible Readings, Drawings, Photographs, and a Map to Enrich U.S. History, Social Studies, and Geography Units on the American Revolution, the Federal Period, Presidential History, and the Development of the Nation's Capital.

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About This Lesson Plan

In this lesson, students study the life of George Washington and the history of the most famous memorial to him. It is based on the National Register of Historic Places registration file for the Washington Monument, the visitor's guide to the Monument, and other source material about George Washington and the structure built to honor him. Materials on pages 1-16 are designed to be removed and duplicated for students. (See back page for more instructions.) *Washington Monument* was written by Stephanie A. Kopin, Park Ranger at the National Mall. The lesson was edited by Fay Metcalf, education consultant, and the Teaching with Historic Places staff. For information on other TwHP lessons, visit the program's Web site at www.cr.nps.gov/nr/twhp.

Where the lesson fits into the curriculum

Topics: This lesson could be used in teaching units on the American Revolution and the early Federal period as the focus for a discussion of whether Washington deserved the reverence he inspired. It could be part of units on the formation of national identity, collective memory, and interpretations of the past. It also could be used in units on art history, architecture, or urban planning.

Time period: 1760s-1880s.

Objectives for students

- To understand some of the reasons Washington was so revered during the early 19th century.
- To describe the intentions behind the memorial to George Washington.
- To analyze how ideas about the best designs for a monument change over time.
- To investigate memorials found in their community.

Visiting the site

The Washington Monument, administered by the National Park Service, is located in Washington, D.C., on the National Mall between 15th and 17th Streets and between Constitution and Independence Avenues. It is open to the public every day except December 25. For more information, contact the Superintendent, National Capital Parks-Central, The National Mall, 900 Ohio Drive, S.W., Washington, D.C. 20024, or visit the park's Web site at www.nps.gov/wamo.

Supplementary resources

Students (or educators) wishing to learn more about the Washington Monument may want to read: Marcus Cunliffe, *George Washington, Man and Monument* (Boston: Little, Brown & Co, 1958); Stan Hoig, *A Capital for the Nation* (New York: Coblehill Books, 1990); and Louis Torres, *"To the Immortal Name and Memory of George Washington": The United States Army Corps of Engineers and the Construction of the Washington Monument* (Washington, D.C.: Historical Division, Office of Administrative Services, Office of the Chief of Engineers, 1984).

(continued on inside back cover)

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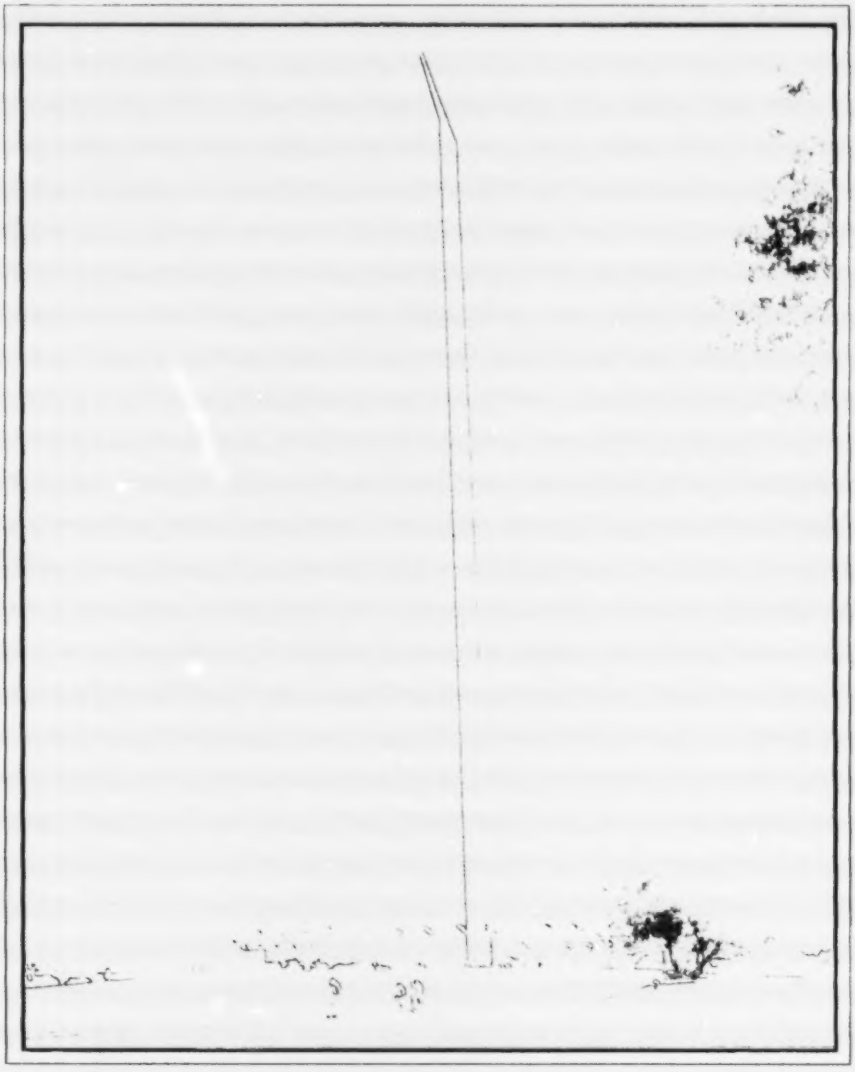
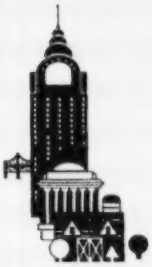


Why was this monument constructed?



Photograph Analysis Worksheet

Step 1

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3

What other information--such as time period, location, season, reason photograph was taken--can you gather from the photograph?

Step 4

How would you revise your first description of the photograph using the information noted in steps 2 and 3?

Step 5

What questions do you have about the photograph? How might you find answers to these questions?

Locating the Site

Map 1: Portion of the L'Enfant Plan for Washington.

In the years following the Declaration of Independence, the United States moved its capital often. In 1790, Congress decided to locate the Federal Government permanently on land that straddled the Potomac River just upstream from George Washington's plantation at Mount Vernon, Virginia. Over the next year, Pierre Charles L'Enfant, a French engineer who had served in the American Army, laid out the city that would be called Washington, District of Columbia. L'Enfant set aside public spaces for government buildings, parks, and monuments. An equestrian statue of George Washington was among the monuments he included in his plan.

Along the margins of his map is a key, excerpts from which appear below:

A. THE equestrian figure of GEORGE WASHINGTON, a monument voted in 1783, by the late Continental Congress....

C. A Naval itinerary Column, proposed to be erected to celebrate the first rise of a Navy....

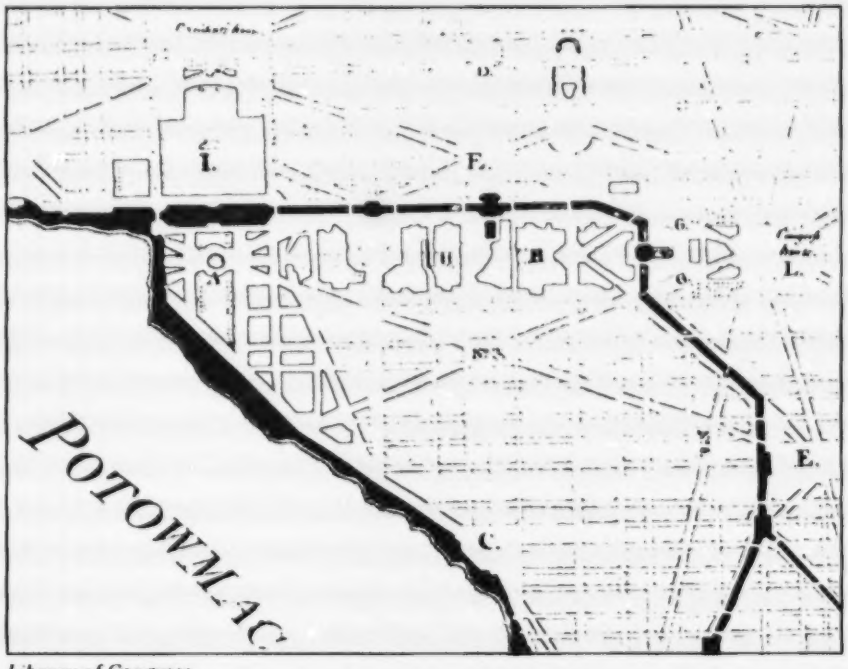
D. This Church is intended for national purposes, such as public prayer, thanksgivings, funeral orations &c. and assigned to the special use of no particular Sect or denomination.

E. Five grand fountains, intended with a constant spout of water....

G. Public walk, being a square of 1200 feet, through which carriages may ascend to the upper square of the Federal house.

H. Grand Avenue, 400 feet in breadth, and about a mile in length, bordered with gardens, ending in a slope from the houses on each side. This Avenue leads to the monument A, and connects the Congress garden with

I. Presidents' Park.



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Locating the Site

Questions for Map 1

1. After what two men was the capital named? Why do you think Congress chose to recognize them this way?
2. What does the letter "A" represent on the L'Enfant plan? What other buildings were to be located near "A"?
3. Why do you think L'Enfant placed the memorial where he did?

Determining the Facts

Reading 1: George Washington and the Eary Republic

When the Revolutionary War ended, no man in the United States commanded more respect than George Washington. Americans celebrated his ability to win the war despite limited supplies and inexperienced men, and they admired his decision to refuse a salary and accept only reimbursements for his expenses. Their regard increased further when it became known that he had rejected a proposal by some of his soldiers to make him king of the new country. It was not only what Washington did but the way he did it: Abigail Adams, wife of John Adams, described him as "polite with dignity, affable without familiarity, distant without haughtiness, grave without austerity, modest, wise, and good."

Washington retired to his plantation at Mount Vernon after the war, but he soon had to decide whether to return to public life. As it became clear that the Articles of Confederation had left the Federal Government too weak to levy taxes, regulate trade, or control its borders, men such as James Madison began calling for a convention that would strengthen its authority. Washington was reluctant to attend, as he had business affairs to manage at Mount Vernon. If he did not go to Philadelphia, however, he worried about his reputation and about the future of the country. He finally decided that, since "to see this nation happy...is so much the wish of my soul," he would serve as one of Virginia's representatives. The other delegates during the summer of 1787 chose him to preside over their deliberations, which ultimately produced the U.S. Constitution.

A key part of the Constitution was the development of the office of President. No one seemed more qualified to fill that position than Washington, and in 1789 he began the first of his two terms. He used the nation's respect for him to develop respect for this new office, but he simultaneously tried to quiet fears that the President would become as powerful as the king the new country had fought against. He tried to create the kind of solid government he thought the nation needed, supporting a national bank, collecting taxes to pay for expenses, and strengthening the Army and Navy. Though many people wanted him to stay for a third term, in 1797 he again retired to Mount Vernon.

Washington died suddenly two years later. His death produced great sadness, and it restarted attempts to honor him. As early as 1783, the Continental Congress had resolved "That an equestrian statue of George Washington be erected at the place where the residence of Congress shall be established." The proposal called for engraving on the statue explaining that it had been erected "in honor of George Washington, the illustrious Commander-in-Chief of the Armies of the United States of America during the war which vindicated and secured their liberty, sovereignty, and liberty."[1] Though it was easy to understand why nothing happened while the government lacked a permanent home, there was little progress even after Congress had settled on Washington, D.C. as the new capital.

Ten days after Washington's death, a Congressional committee recommended a different type of monument. John Marshall, a Representative from Virginia who would soon become Chief Justice of the Supreme Court, proposed that a tomb be erected within the Capitol. But a lack of funds, disagreement over what type of memorial would best honor the country's first president, and the Washington family's reluctance to move his body prevented progress on any project. That inaction would prove typical in the coming years.

Questions for Reading 1

1. Why did so many Americans revere George Washington?
2. Which proposed monument, the equestrian statue or the tomb, do you think would have been the more appropriate way to honor Washington? Why?
3. In general, do you think it is a good idea to build monuments to people who are still alive? Why or why not?

Reading 1 was compiled from Frederick L. Harvey, comp., History of the Washington Monument and Washington National Monument Society *(Washington, D.C.: Government Printing Office, 1903).*

[1] Frederick L. Harvey, comp., *History of the Washington Monument and Washington National Monument Society* (Washington, D.C.: Government Printing Office, 1903), 140.

Determining the Facts

Document 1: Samuel Blodgett's Broadside

Disagreements over a proper memorial to Washington continued for the first three decades of the 19th century, with nothing built during this time. Samuel Blodgett published this broadside–a flyer meant to move people to action–at the beginning of that period. It records many of the arguments that would appear over those 30 years.

Memory of Washington.

TO THE CITIZENS OF THE UNITED STATES.

WHEN your beloved WASHINGTON, THE FATHER OF HIS COUNTRY, died! You saw with increased sensibility the universe in tears! AMERICANS! How did your bosoms dilate and glow, when, at the first meeting of your political fathers, following the melancholly event, you saw the call for a MONUMENT worthy of the SUBLIME VIRTUES you hoped to perpetuate, universally applauded!

How then FELLOW COUNTRYMEN, have ye permitted two whole years to pass since the noble and natural resolution was every where individually formed; and the traveller still to ask in vain, *Where is THE NATIONAL MONUMENT, sacred to Public and Private Virtue; to the manes of the illustrious* WASHINGTON?

COLUMBIANS! You owe to the world, as well as to yourselves, an apology, or an explanation, for the mysterious delay of your acknowledged duty: Since nothing can be more true, than that a mere difference of opinion, respecting the form of the Monument, or the mode of its elevation, is the sole cause. To prove this, let us agree at once to obviate all difficulty, by uniting in a simple plan to accord with the annexed, *now in operation.*

Terms of Subscription,

To a MONUMENT sacred to Public and Private Virtue, dedicated to GEORGE WASHINGTON, to be erected in the City bearing his name, by the voluntary contribution of citizens of the United States *only.—The form, and inscriptions, to be under the intire direction of three Trustees.*

I. THESE articles of subscription for a Monument to WASHINGTON may be opened in any district or part of the United States, provided that none but citizens be allowed to subscribe, and that no individual be allowed to contribute in his own name more than one *Eagle*, (or *Ten Dollars*) to this subscription fund.

II. THE name of each subscriber shall be written in a book, and transmitted with the subscription monies to either Branch of the Bank of the United States.

III. To render the whole design as simple as may be, three trusty and well beloved friends, namely, BUSHROD WASHINGTON, and JOHN MARSHALL, Judges in the Supreme Court of the United States, and BENJAMIN STODDERT, late Secretary of the Navy of the United States, or any two of them, are hereby empowered and requested to carry the whole design into effect, in such manner as in their wisdom may be deemed most honorable to the memory of WASHINGTON.

IV. SHOULD the sum hereby collected be more than sufficient for a Monument or Mausoleum, *whatever the object of our respect may be called*, the Trustees are hereby requested to appropriate the surplus to increase the fund which WASHINGTON began when in his last will and testament he virtually laid the corner stone of a NATIONAL UNIVERSITY.

V. THE Trustees are hereby empowered and requested to draw the subscription monies from the Bank, in which they are deposited at discretion, and also to deposit the original subscription book, either with the remains of WASHINGTON, or in the Library of the *National University*, founded by WASHINGTON. They are also requested to publish whenever they may think fit, statements of their progress in the important work, hereby consigned to their care.

National Archives

Questions for Document 1

1. According to Blodgett, how did Americans react when Washington died? Why?
2. How does he think they should feel about the absence of a proper monument?
3. How does he think this failure should be remedied?
4. What does this method say about his faith in Congress to provide a suitable monument?

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Determining the Facts

Reading 2: Construction of the Monument

Progress towards a memorial honoring George Washington finally began in 1833. That year, which marked the 100th anniversary of Washington's birth, a large group of citizens formed the Washington National Monument Society. By the middle of the 1830s, they had collected more than $28,000 in donations and announced a design competition for the memorial. On September 23, 1835, the board of managers of the Society described their expectations:

> It is proposed that the contemplated monument shall be like him in whose honor it is to be constructed, unparalleled in the world, and commensurate with the gratitude, liberality, and patriotism of the people by whom it is to be erected....[It] should blend stupendousness with elegance, and be of such magnitude and beauty as to be an object of pride to the American people, and of admiration to all who see it. Its material is intended to be wholly American, and to be of marble and granite brought from each state, that each state may participate in the glory of contributing material as well as in funds to its construction.[1]

The Society held the competition in 1836. The winner, architect Robert Mills, was well-qualified for the commission. In 1814, the citizens of Baltimore had chosen him to build a monument to Washington, and he had designed a tall Greek column surmounted by a statue of the President. Mills also had been chosen Architect of Public Buildings for Washington. His winning design called for a 600' tall obelisk–an upright, four-sided pillar that tapers as it rises--with a nearly flat top. He surrounded the obelisk with a circular colonnade, the top of which would feature Washington standing in a chariot. Inside the colonnade would be statues of 30 prominent Revolutionary War heroes.

Yet criticism of Mills's design and its estimated cost of more than $1 million caused the Society to hesitate. In 1848, its members decided to start building the obelisk and to leave the colonnade for later. They believed that if they used the $87,000 to start work, the appearance of the Monument would spur further donations that would allow them to complete the project.

About this time, Congress donated 37 acres of land for the project. The spot L'Enfant had chosen was swampy and unstable, making it unsuitable for supporting a heavy structure. The new location was slightly south and east of the original but still offered many advantages. It "presents a beautiful view of the Potomac," wrote a member of the Society, and "is so elevated that the monument will be seen from all parts of the surrounding country." Because it is public land, he continued, "it is safe from any future obstruction of the view...[and it] would be in full view of Mount Vernon, where rests the ashes of the chief."[2]

Excavation for the foundation of the Washington Monument began in the spring of 1848. The cornerstone was laid as part of an elaborate Fourth of July ceremony hosted by the Freemasons, a world-wide fraternal organization that Washington belonged to and that still exists today. Speeches that day honored Washington: one celebrant noted that "No more Washingtons shall come in our time...But his virtues are stamped on the heart of mankind. He who is great in the battlefield looks upward to the generalship of Washington. He who grows wise in counsel feels that he is imitating Washington. He who can resign power against the wishes of a people, has in his eye the bright example of Washington."[3]

Construction continued until 1854, when donations ran out. The next year Congress voted to appropriate $200,000 to continue the work, but it changed its mind because of a policy the Society had adopted in 1849. It had agreed, after a request from some Alabamians, to encourage all states and territories to donate memorial stones that could be fitted into the interior walls. Members of the Society believed this practice would make citizens feel they had a part in building the Monument, and it would cut costs.

Blocks of marble, granite, and sandstone steadily appeared at the site. American Indian tribes, professional organizations, societies, businesses, and foreign nations donated stones that were four feet long, two feet high, and 12 to 18 inches thick. Many of the stones carried inscriptions irrelevant to a memorial for George Washington. It was just one memorial stone, however, that started the events that stopped the Congressional appropriation and ultimately construction altogether. In the early 1850s, Pope Pius IX contributed a block of marble. In March 1854, members of the anti-Catholic, anti-immigrant American Party–better known as the "Know-Nothings"–stole the Pope's stone as a protest and supposedly threw it into the Potomac. Then, in order to make sure the Monument fit their definition of "American," the Know-Nothings conducted a fraudulent election and took over the Society.

Congress rescinded its $200,000 contribution. The Know-Nothings controlled the Society until 1858, adding 13 courses of masonry to the Monument–all of which was poor quality and was later removed. Unable to collect enough money to finish work, they lost public support. The Know-Nothings eventually returned all records to the original Society, but the stoppage in construction continued into, then after, the Civil War.

Questions for Reading 2

1. What did the Washington National Monument Society want the Monument's design to show?
2. Do you think the statement made at the cornerstone-laying ceremony accurately reflected Washington's importance? Why or why not?
3. Should the Commission have encouraged the states to contribute stones? Why or why not?
4. What event caused Congress to rescind the $200,000 it appropriated for construction? Do you agree with its decision to take back the money? Why or why not?

Reading 2 was compiled from Report no. 485, House of Representatives, 43d Congress, 1st Sess.; and Louis D. Torres, "To the Immortal Name and Memory of George Washington": The United States Army Corps of Engineers and the Construction of the Washington Monument *(Washington, D.C.: Historical Division, Office of Administrative Services, Office of the Chief of Engineers, 1984).*

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[1] Board of Manager Record Book, 1833-1849, as cited in *Robert Mills: Architect,* edited by John M. Bryan (Washington, D.C.: The American Institute of Architects Press, 1989).

[2] Frederick L. Harvey, comp., History of the Washington Monument and Washington National Monument Society (Washington, D.C.: Government Printing Office, 1903).

[3] Ibid., 140.

Determining the Facts

Reading 3: Finishing the Monument

Interest in the Monument to George Washington grew after the Civil War ended. In 1876, the Centennial of the Declaration of Independence, Congress appropriated another $200,000 to resume construction. The Monument, which had stood for nearly 20 years at less than one-third of its proposed height, now seemed ready for completion. Before work could begin again, however, arguments about the most appropriate design resumed. Many people thought that a simple obelisk, one without the colonnade, would be too bare. Architect Mills was reputed to have said that omitting the colonnade would make the monument look like "a stalk of asparagus;" another critic said it offered "little...to be proud of."[1]

This attitude led people to submit alternative designs. Both the Washington National Monument Society and Congress held discussions about how the Monument should be finished. While Congress deliberated over five new designs (See drawings 3a-e) as well as Mills's original, it ordered work on the obelisk to continue. Finally, the Society agreed to abandon the colonnade and alter the obelisk to conform to classical Egyptian proportions.

Construction resumed in 1879 under the direction of Lieutenant Colonel Thomas L. Casey of the U.S. Army Corps of Engineers. Casey redesigned the foundation, strengthening it so it could support a structure that would ultimately weigh more than 40,000 tons. He then followed the Society's orders and found a way to install all 193 memorial stones in the interior walls.

The building of the Monument proceeded quickly once Congress provided sufficient funding. In four years it was completed, with the 3,300-pound marble capstone being put in place on December 6, 1884, during another elaborate dedication ceremony. The completed monument stands 555' 5-1/8" tall, with exterior walls of white marble from Maryland and interior walls lined with Maine granite.

The Washington Monument drew enormous crowds even before it opened. During the six months that followed its dedication, 10,041 people climbed the 893 steps to the top. After the elevator that had been used to raise building materials was altered to carry passengers, the number of visitors grew rapidly. As early as 1888 an average of 55,000 people a month went to the top, and today the Washington Monument has more than 800,000 visitors each year.

Questions for Reading 3

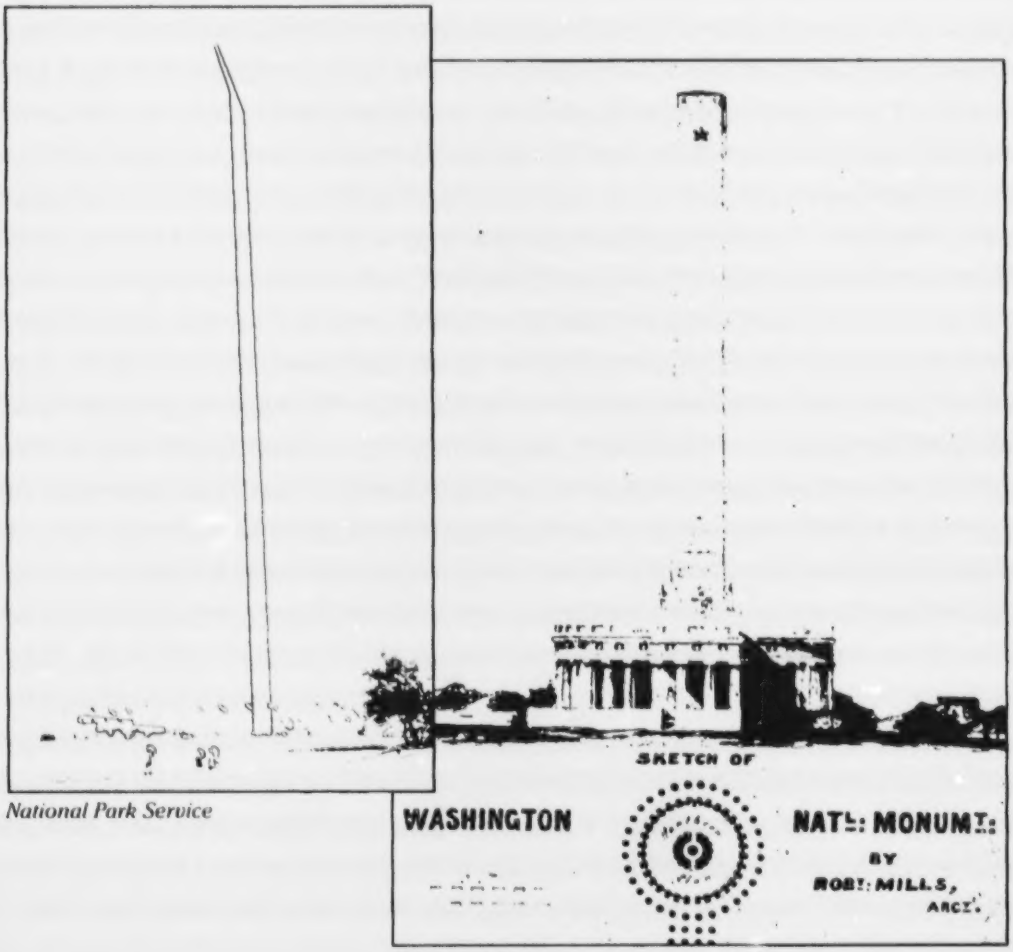
1. Do you think the remaining memorial stones should have been included? Why or why not?
2. Other monuments, such as the Lincoln and Jefferson Memorials, include a large representation of the figure they honor. Would the Washington Monument have been more appropriate if it was clearer who it commemorated? Why or why not?

Reading 3 was compiled from the National Park Service visitor's guide for the Washington Monument; materials from the Washington National Monument Society; and Louis Torres, "To the Immortal Name and Memory of George Washington": The United States Army Corps of Engineers and the Construction of the Washington Monument *(Washington, D.C.: Historical Division, Office of Administrative Services, Office of the Chief of Engineers, 1984).*

[1] *American Architect and Building News*, 9 August 1884, 61.

Visual Evidence

Photo 1: The Washington Monument.
Drawing 1: Robert Mills's design for the Washington Monument.



National Park Service

Library of Congress

Questions for Photo 1 and Drawing 1

1. What ornate features did the original design include? What purpose do you think they would serve?
2. Is the monument built merely a copy of the first with the colonnade removed, or were other changes made to the obelisk? Why do you think as you do?
3. Does the resulting design still convey the Washington National Monument Society's original intentions (see Reading 2)? Which version do you think better represents the qualities that made George Washington so important?
4. Do you agree or disagree with Robert Mills's comment that the Monument would look like a stalk of asparagus without the colonnade? Why?

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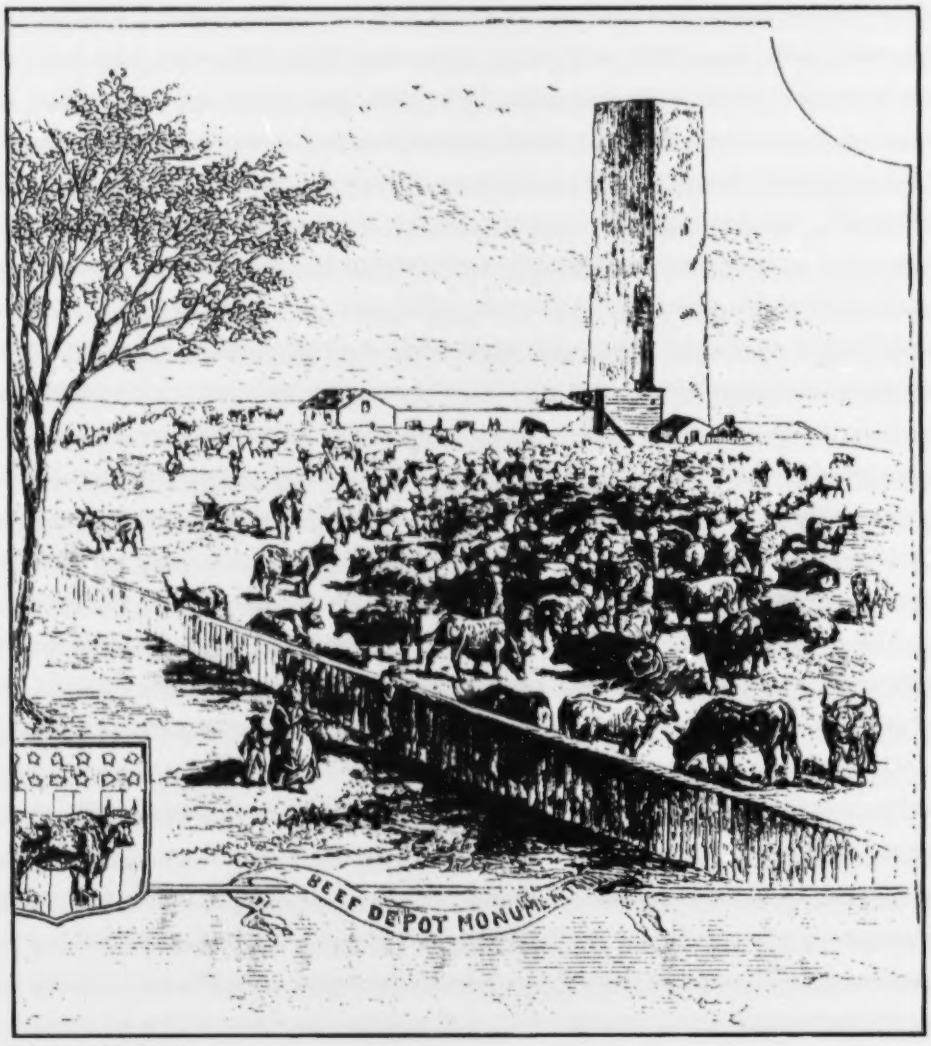
Visual Evidence

Drawing 2: The Washington Monument during the Civil War.

This 1862 cartoon appeared in *Leslie's Illustrated Newspaper,* which had a large circulation during the 19th century.



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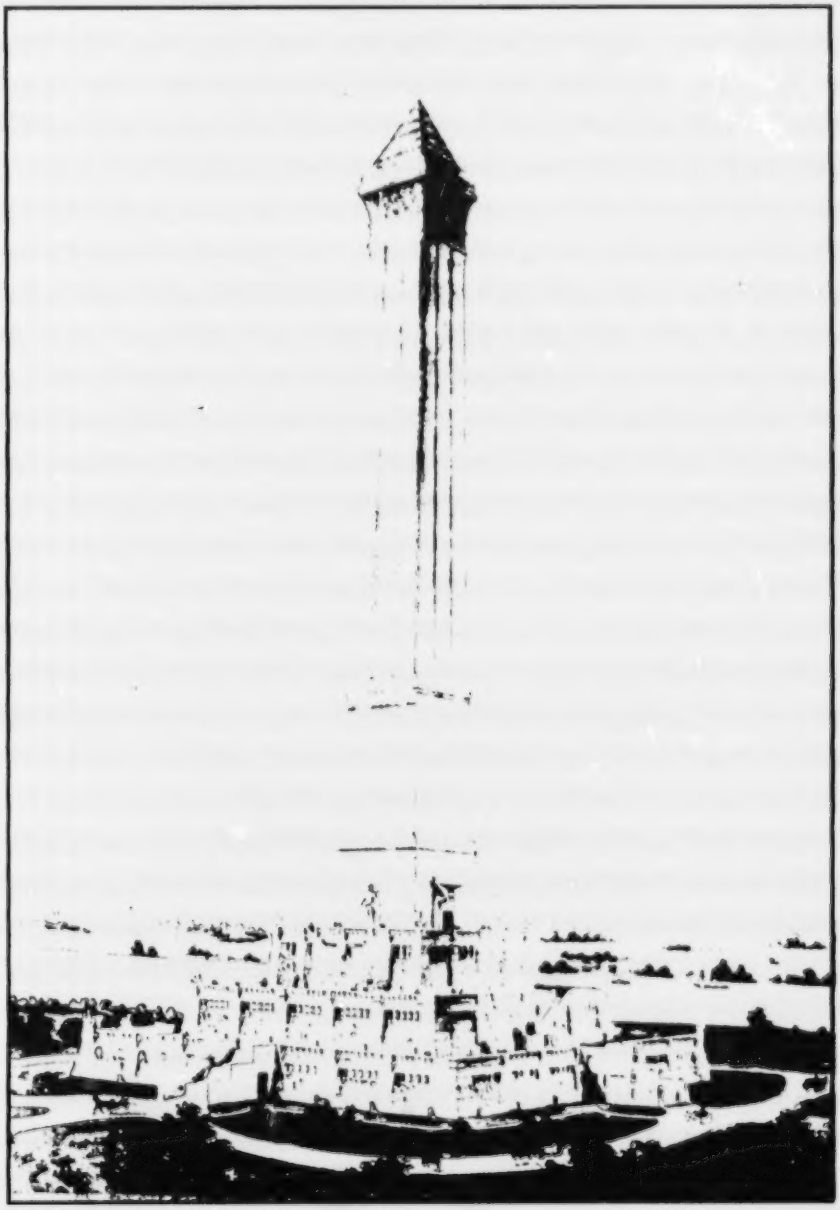
Questions for Drawing 2

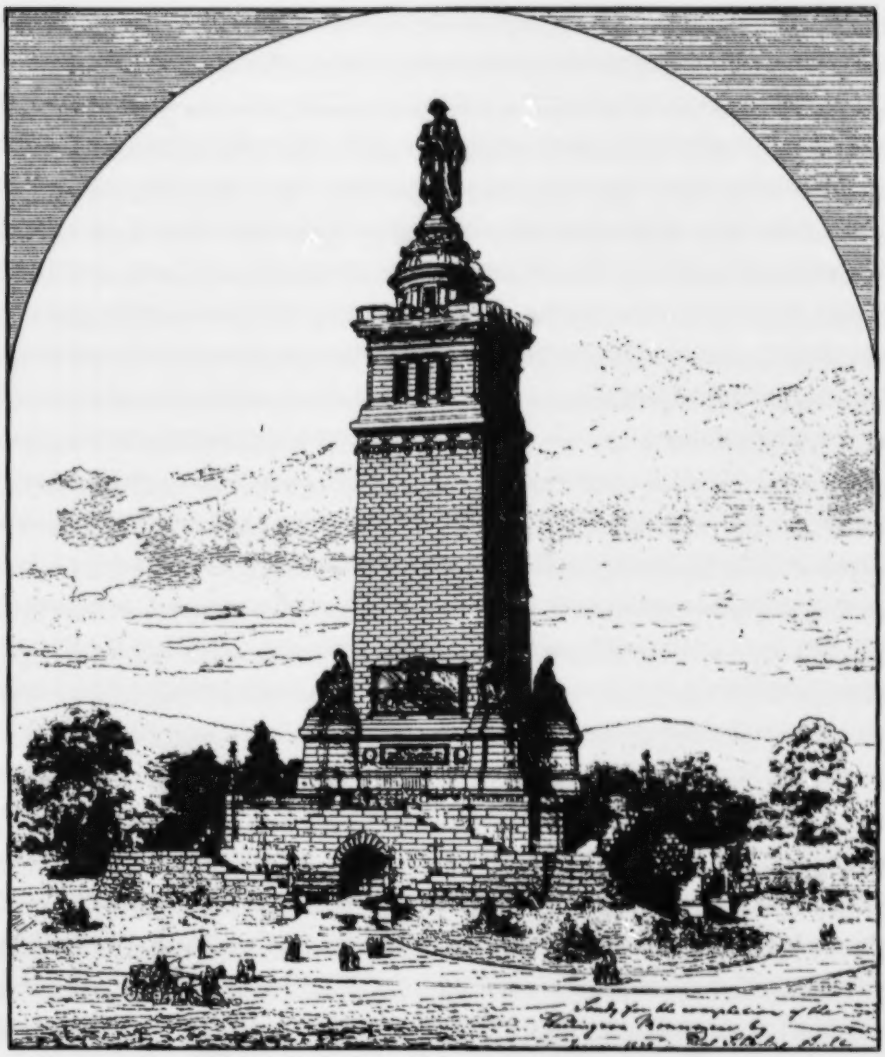
1. Why might the site have been used as a cattle pen?
2. Why do you think the cartoonist used the title "Beef Depot Monument"?
3. Why do you think the newspaper included this image and this title?

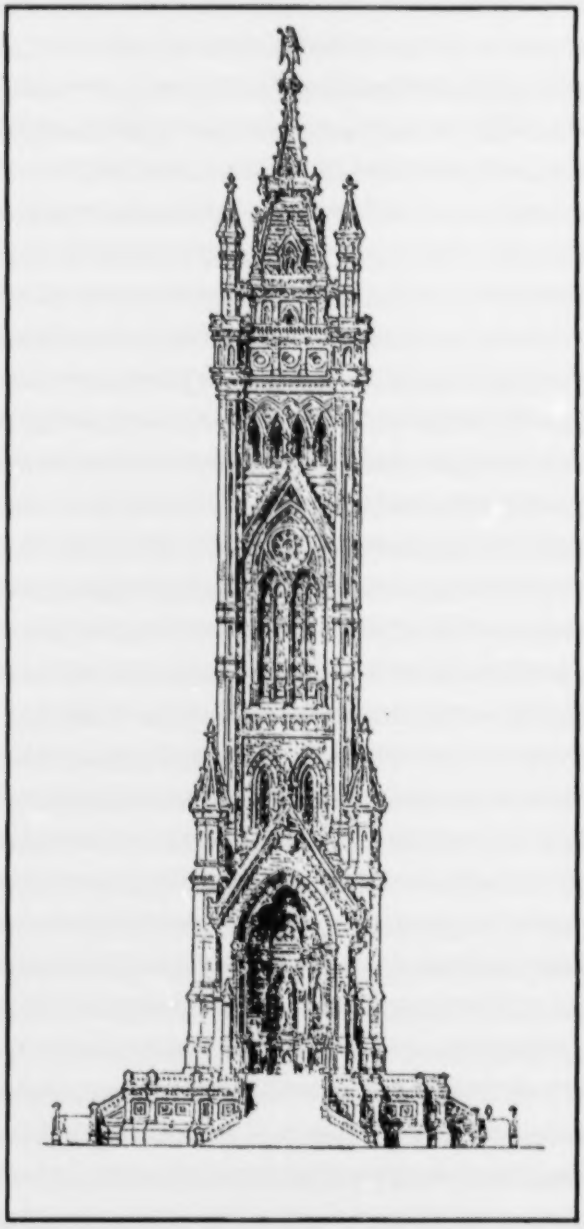
Visual Evidence

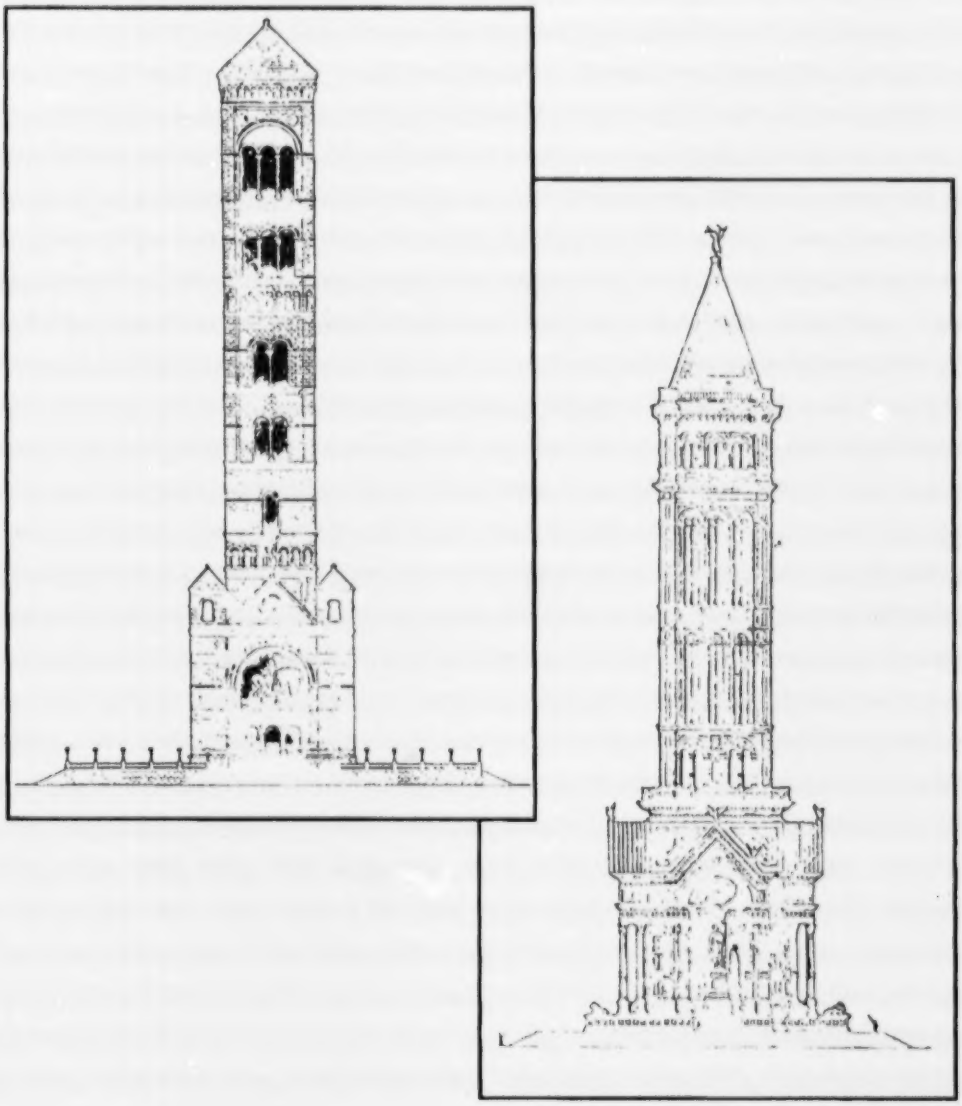
Drawings 3a-e: Alternative designs for the Washington Monument.

Each of these drawings was submitted after the Civil War, as the Washington National Monument Society and Congress debated how to complete the monument.









Questions for Drawings 3a-e

1. Which of these designs makes it most clear that the Monument honors Washington? Why?
2. Which design, including Mills's original, would you have chosen? Why?

Setting the Stage

Explain to students that George Washington (1732-1799) became involved in military and political affairs long before most American colonists considered breaking away from Britain. In 1754, for example, Virginia's governor sent the 21-year-old Washington to the Ohio Valley to warn the French to stay out of lands claimed by Great Britain; the ensuing French and Indian War provided him valuable military experience. In subsequent years he gained election to Virginia's colonial assembly and became a justice in his county's court system.

In 1774, Washington was one of Virginia's representatives to the First Continental Congress in Philadelphia. The following year, delegates to the Second Continental Congress chose him to lead the newly-created Continental Army. Twenty years had passed since he had commanded troops, but he was a man of upright character who favored moderate politics and could be counted on to secure Virginia's support for a fight whose main advocates were concentrated in New England. Washington led this army to victory over the British, then retired to his plantation. He reentered public life in 1787, when he agreed to preside over the convention called to find solutions to the problems that existed under the Articles of Confederation. The Constitution that emerged from that summer in Philadelphia established the office of President, and Washington was the obvious choice to fill the position.

Putting It All Together

The following activities will help students understand why people build memorials and the amount of effort that often goes into designing them.

Activity 1: Qualities of a Leader

Divide the students into groups of four or five. Have each group use textbooks and Reading 1 to compile a list of Washington's admirable qualities and achievements. Then have them discuss whether or not the design of the Washington Monument reflects, either directly or indirectly, any of these qualities. If so, how?

Activity 2: Designing a Memorial

Have students divide into groups, then ask each group to decide on an American–male or female, historic or contemporary–that they believe should be honored with a memorial. Next, have them list the characteristics of that person that should be represented and then develop two or three ideas about how their idea could be executed in a purely symbolic design. (Remind the students that a symbol is something that stands for or suggests something else by reason of relationship, association, or convention.) Have students decide on symbols they will use in their monument in place of a portrait or likeness of the person they are memorializing. Working together with whatever supplies they can gather, have the students create a model of their memorial. The model can be simple (made of paper) or complex (modeled of clay and stucco or wooden building supplies). A written description of the ideas behind the structure should be included with the final projects.

Activity 3: Local Memorial Study

Most communities memorialize their local heroes. Many memorials stand in front of or inside of public buildings such as town halls, courthouses, or school buildings; often the names of the buildings themselves commemorate important individuals. Other memorials may be small or stand in out-of-the-way places. Have the students, individually or in groups, select a local memorial to research. They should identify the person being memorialized, investigate the memorial, and report back to the class. Their report should try to answer the following questions: What did the person do to be considered worthy of a memorial? How long after the person's death was the memorial conceived? What individuals or groups remained most active in advocating the memorial? Did they encounter any opponents? What design criteria existed (if any)? How was the location of the memorial selected? Was it a prominent one? If so, is it still prominent? Is the person memorialized still well known and still considered a hero? Why or why not? Student resources may include local or national histories and biographies, newspaper clippings, interviews (oral history), photographs, or other resources.

The student or the groups should visit the site of the memorial and either take a photograph or make a drawing to share with the class. The finished product can be presented as a report to the class and may be exhibited on bulletin boards or in display cases. A final activity might ask students to compare the design of memorials from different eras.

How to Use Teaching with Historic Places Lesson Plans

Teaching with Historic Places lesson plans bring real places where history happened directly into your classroom. By examining carefully selected written and visual documents, students experience the excitement of historical investigation as they learn the stories of these special places. The lesson plan format and content fit comfortably into standard units and curriculum topics in history, social studies, geography, and civics. Most student materials can be removed easily and duplicated. Although the format allows flexibility, it was designed to present the material as described below:

Getting Started

Begin the lesson by asking students to discuss possible answers to the question(s) found on the page titled *Getting Started*. To facilitate a whole class discussion, you may want to use the master copy provided to make an overhead transparency. The purpose of the exercise is to engage students' interest in the lesson's topic by raising questions that can be answered as they complete the lesson.

Setting the Stage

Present the information in *Setting the Stage* by reading it aloud, summarizing it, or photocopying it for students to read individually or in small groups. This historical background familiarizes students with the lesson's topic.

Locating the Site

Provide students with photocopies of the maps, captions, and questions in *Locating the Site*. Students may work together or individually to answer the questions. At least one map familiarizes students with the site's location within the country, state, and/or region. Extended captions may be included to provide students with information necessary to answer the questions.

Determining the Facts

Provide students with photocopies of the readings, charts, and/or other documents included in *Determining the Facts*. The questions for each selection help ensure that students have gathered the appropriate factual information.

Visual Evidence

Provide students with photocopies of the lesson's visual materials or use the master copies to make overhead transparencies. Students may work together or individually to answer the questions. Some lessons require studying two photos together. Extended captions may be included to provide students with important information.

Rather than serving merely as illustrations for the text, the images are documents that play an integral role in helping students achieve the lesson's objectives. To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the *Photograph Analysis Worksheet* for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.

Putting It All Together

After students have answered the questions that accompany the maps, readings, and visuals, they should complete one or more of the *Putting It All Together* activities. These activities engage students in a variety of creative exercises, which help them understand the big picture by synthesizing the information they have learned and formulating conclusions. At least one activity leads students to look for places in their community that relate to the topic of the lesson. In this way, students learn to make connections between their community and the broader themes of American history they encounter in their studies.

Teaching with Historic Places (TwHP) is a program of the National Register of Historic Places. The National Register is maintained by the National Park Service, U.S. Department of the Interior, as the nation's official list of cultural resources significant in American history, architecture, archeology, engineering, and culture. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into classrooms across the country. For more information, contact Teaching with Historic Places, National Register of Historic Places, 1849 C Street, NW, Suite NC400, Washington, DC 20240, or visit the program's Web site at www.cr.nps.gov/nr/twhp.

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